Integrating Computer Technology Into a Third Grade Literature Program

An Honors Thesis (HONRS 499)

by

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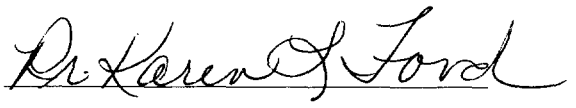

Ball State University

Muncie, Indiana

April 29, 1999

May 1999

Acknowledgments

Thank you to Dr. Karen Ford, my thesis advisor, for her help, suggestions, and willingness to meet with me on such short notice. Thank you to Roxy Wiley, Alesia Lasky, Christi Vanes, and Renee Organ, the third grade teachers at Crichfield, for their input on this project. Thank you to my sister, Liz, for allowing me to use the computer when she desperately needed to communicate with her friends through e-mail and ICQ. A big thank you to my boyfriend, Kyle Amspaugh, and my parents, Wally and Debbie Boehm, for their support and "gentle" encouragement to get my work done! I told you I could do it!

Abstract

This paper involves developing computer activities for students that are to be used with a third grade literature program at Crichfield Elementary School in LaPorte, Indiana. Activities are created for ten third grade reading books that will be used by four third grade teachers. The lesson plans are designed for the teachers to have the students work in the computer lab and utilize Microsoft Works and Kid Pix. Most plans are to be used without Internet access. Two give instructions for Internet use. These activities can easily be adapted by any third grade teacher to integrate more computer technology into the classroom.

Looking over the course of technological history, computers are a fairly recent development. Appearing within only the last fifty years, these electronic devices have made quite an impact on our society. When computers began to be used in the 1950s, many people, including educators, recognized their immeasurable potential uses. Computers, which began being used in classrooms in the 1960s, were largely influenced by programmers and systems analysts originally. By the 1970s, educators were involved in directing the development of educational computing. Computers are only a small part of technology in education. By the early 1990s, educational technology grew to include media, instructional, and computer-based support systems. Educators also began integrating this technology into their classrooms as much as possible (Robyler, Edwards, & Havriluk, 1997).

Technology in schools today widely varies and classrooms will be rapidly changing in the next ten years. Internet and general computer access will increase, as well as the number of computers in schools. Many teachers feel unprepared to use the technology in schools effectively. Teacher education programs teach how to use the technology rather than how to promote learning with technology. Many practicing teachers have not had exposure to advancements in technology. They are nervous to use it with their students if they are not comfortable using it themselves. They are used to being in control of the classroom situation and technology takes that feeling of control away (Grabe & Grabe, 1998).

Why would someone want to do a creative project on integrating computer technology into a literature program? Technology is everywhere. From bank machines

to cash registers at the local Wal-Mart, electronic devices inundate our lives. If children learn how to use them and apply them to daily life, they will have skills that will eventually be helpful in the workplace. Integrating technology has been shown to be effective and it gains learner attention. Children are attracted to the television-like multimedia capabilities of computers. Teachers can capitalize on this interest and pull their learners into the activities. Computers also increase productivity. While it is important to learn correct handwriting skills, computers can help focus on the writing skills of the child. They do not have to spend time making sure that their letters are correctly formed. Instead, they are able to express their creativity in a shorter amount of time.

I also chose to do this project because it tied my elementary education major together with my computer endorsement. It allowed me to apply my knowledge of facilitating learning with technology to an actual problem faced by teachers in the school where I completed my student teaching.

I was a student teacher at Crichfield Elementary School in LaPorte, Indiana. It is a suburban school with approximately 620 students. The teachers at Crichfield form grade-level teams where they work together to develop a curriculum that their grade will follow. This allows them to share materials and is especially helpful while teaching literature. They use basal readers as well as real literature books. There is a grade-level set usually shared among four teachers. There is a computer lab that is used by the entire school located in the library. Teachers sign up one day a week for approximately 40 minutes. The teachers that have more experience with computers generally sign up for

more time. I was placed with Roxy Wiley, a third grade teacher, who uses computers in her classroom on a daily basis and believes in integrating technology as much as possible. I wanted to do a computer project, so I approached Mrs. Wiley and asked for suggestions. While I was not very specific, she did offer a suggestion. The third grade team wanted activities that could be done in the computer lab to correspond with their literature books. Computer lab time is generally used as free time to play educational games. The teachers were looking to turn this time into a more educational and meaningful period. At first, she asked if I could do an activity for each book with which they work. Since their reading list covers about 40 or more books, I decided to choose ten. She gave me a reading list with the books that she thought would make good computer activities.

My first task was gathering these books and reading them. I remembered some of them from my childhood, but it was nice to refresh my memory. The books are generally at a second and third grade reading level and mostly fiction. The list included:

Catwings by Ursula K. Le Guin
Desert Giant by Barbara Bash
Disaster! (a basal theme)
Freckle Juice by Judy Blume
Nettie's Trip South by Ann Turner
Oink, Oink, Oink (a basal theme)
Sarah, Plain and Tall by Patricia MacLachlan
Stringbean's Trip to the Shining Sea by Vera B. Williams and Jennifer Williams
Weather Watch (a basal theme)
Weather Words and What They Mean by Gail Gibbons

My second task was finding out which programs I could use to design the activities. During a team meeting one week, I asked all of the third grade teachers which computer programs they used on a regular basis and those with which they were

comfortable using. I was looking for common programs since I was writing the activities for all of the third grade teachers. Through discussion, I found that all four teachers were comfortable using Microsoft Works, Kid Pix, and Storybook Weaver with their students.

I was familiar with Microsoft Works because I have used it for many papers and projects throughout college. During my student teaching experience, I had limited exposure to Kid Pix, which is a paint program specifically designed for younger users. Storybook Weaver presented a problem for me. I went into the school's computer lab to investigate this program and its capabilities. The program allows children to create a story with text and pictures in a book format. The student has a choice of many pictures that, when put together, form an illustration. The program would be very useful if students had a large amount of time and the ability to save their work. Since the entire school population uses the computer lab, the children cannot save their work. A few teachers use floppy disks to save student work until the next lab visit, but the third grade teachers do not do this. I ultimately decided that Microsoft Works and Kid Pix would be the best programs to design activities.

Due to the nature of Microsoft Works and Kid Pix, I used a tools approach in designing all of my activities. Tool applications generally include word processing, spreadsheets, telecommunications software, and paint programs. A tools approach assumes that general-purpose software can be flexibly applied by learners to various topics (Grabe & Grabe, 1998). I chose this approach because of the limitations placed on me by the teachers' software restrictions. The tools approach also lends itself to my particular situation, in which every student has an individual computer to use in the lab.

Students do not have to share computers, so the work can be more individualized. Applying these tools that were not designed specifically for educational purposes to carefully designed tasks, encourages active mental behaviors that are necessary for critical thinking and meaningful learning (Grabe & Grabe, 1998). Schools have leaned toward using computers for drill-and-practice in the past. Since more and more schools, including Crichfield, are now focusing on using tool applications to aid in learning, my project will be more useful.

Before I created any of the activities, I conducted an informal experiment to find out what the students could do and how much guidance they would need. During my student teaching experience, I taught a unit designed around the Disaster! basal theme. Part of the responsibilities of this unit included choosing a weekly computer lab activity. I seized this opportunity to conduct my experiment. While in the classroom, I instructed the students that they were going to write a news article about the sinking of the Titanic. I did not give them time to prepare before going into the lab. The only guidelines I set were that it needed to have at least three sentences and a headline. I allowed them to refer to their books for facts and information. Some of the students struggled to make three sentences, while others wrote ten or more. Some paragraphs were detailed, while others gave barely any information. Examples of these papers can be found in Appendix A. The most important thing I learned from this is that the students need more time to prepare. They need time to collect their ideas and create a rough draft before transferring their ideas to a computer. I also learned that you need to give them more guidance than simply telling them you want three sentences and a headline. The activities needed to be

structured. They needed to tell the children exactly what was expected of them and how they were going to achieve that goal. I kept these points in mind while designing the activities.

The creation of the individual activities for each book was a very long and difficult process. I tried to think of activities that could focus on essential skills for the students. The LaPorte Community School Corporation has a policy of earned promotion. Each grade level has a set of math and language arts essential skills standards that must be met for the student to be promoted to the next grade level. The first step in creating the activities was brainstorming. Besides brainstorming, I also used the Internet to research activities that other teachers had designed for use with literature. I found that many language arts activities can be adapted to use with the word processing capability found on Microsoft Works. I attempted to pull a certain theme from each book and use it as the focus of the activity.

The next step in developing the activities was creating a format that was teacher-friendly. I modified lesson plan models and created my own activity format. Since the teachers have a file for each story, I made sure the top of the activity identified it as a computer lab activity. I also included the title of the story, the author, and the name of the activity. I tried to choose a name that briefly describes the content of the activity. Following the identifying information, I stated one to three behavioral objectives that the students would achieve by completing the activity. These provide a focus for the activity and make the teachers aware of the behavior the students will be expected to display by the end of the activity.

Next, I stated the essential skills focus for the activity. I provided the proficiency number, according to the LaPorte Community Schools Corporations Language Arts Essential Skills Checklist, as well as the proficiency statement. I provided the special preparation section so the teacher can prepare any extra needed materials or review a skill that will be used in the activity. The materials section provides a listing of the materials the student will need to successfully complete the activity. It includes the computer program, as well as any paper or writing instruments that will be used.

Following the materials list is a suggested teacher dialogue that can be used to introduce the activity to the students. The introduction generally provides a brief overview of the activity and the expected results. The next two sections vary in order, but consistently give the same information. The classroom activity section details work that should or needs to be completed in a classroom setting. This could include completing rough drafts that will be used in the computer lab, doing research, or coloring a picture that was created using Kid Pix. The computer activity section explains the steps needed to complete the activity in the computer lab. It includes which program to open and printing instructions to give to the students. It also can include helpful tips for the teacher to use so the activity is easier for the students.

The final section on most activities is the evaluation section. This tells the teacher what standards on which the students should be evaluated for this activity. These standards coincide with the objectives and essential skills that were noted at the beginning of the activity description. A section that can be found on a few activities is the note to teacher. I included this section to give the teachers extra ideas as well as

other sources of information that can be used in completing the activity. I took a draft of an activity using this format to get the teacher's opinions. I received comments ranging from, "This is perfect!" to "Nice, easy to follow format. Thanks!"

Most of the activities use word processing as the main tool application. Word processing is the most widely used tool application in schools. Since writing is one of the fundamental skills taught in schools, teachers have found that word processing programs may help students develop their writing skills more quickly and effectively. Writing is also a skill that can produce and integrate personal knowledge in all content areas. It forces students to actively process information by putting their ideas on a computer screen which increases the likelihood of meaningful learning (Grabe & Grabe, 1998). Since most students are introduced to tool applications but not provided opportunities to use their skills, the activities I designed use word processing to create stories, friendly letters, and paragraphs. One activity uses a spreadsheet as the tool application. Since the teachers do not usually use this tool, I included a detailed instruction sheet that will help the teacher and the students.

The other activities I created use the Kid Pix program. All of the activities that use Kid Pix involve creating a picture, while a few of them also include creating text. The essential skills that are focused on in these activities encourage the children to recognize the interrelatedness of language, literature, and culture. The activities are enjoyable for the children and relate a theme from the book to real life.

A few of the activities use the Internet for information and research purposes. Crichfield is an older school that recently linked to the Internet community. The school's

acceptable use policy for the Internet was sent home to parents with the third grading period report card. The students may not view material from a web site on a computer screen unless this policy has been reviewed, signed, and returned to the school. Next year, the acceptable use policies will be sent home at the beginning of the school year. The third grade classes may be able to access the Internet as early as next fall. At this time, the only individuals who have regular Internet access are the faculty and staff. Crichfield is also on schedule to have a new school constructed. Groundbreaking is set to begin next spring, and the new school will have greater Internet access.

Until then, I have designed the activities that utilize the Internet to be used with or without student access. Dr. Ford suggested that I create Internet Research Packets. These packets contain information that can be found on web sites relating to the topic. I printed these web pages and compiled them into smaller packets that the teachers may copy for class sets. I also included the web site addresses in the activities so that when the teachers and students have better access to the Internet in the future, the addresses are available to view the information on-line. All of the activities and their corresponding related information can be found in Appendix C.

After completing the activities, I asked some of the teachers at Crichfield if they would be willing to test and evaluate an activity. Two of the teachers, Mrs. Vanes and Mrs. Organ, happened to be starting Stringbean's Trip to the Shining Sea the following Monday. I provided them with the Postcard Designer write-up along with student and teacher evaluation forms. I also agreed that I would be present in the computer lab to assist with the activity. On Wednesday, I arrived at the school to work with Mrs. Vanes'

class. She told them about the activity before I arrived, but asked me to lead it while we were in the computer lab. I admit I was disappointed because I wanted to have a teacher lead the activity and evaluate its ease of use.

I introduced the activity using the suggested teacher dialogue provided in the activity. The students were already familiar with the program, so it was not necessary to review how to use it. After the students began to work, I encouraged a few questions which focused mainly on what they should draw. I stressed to each of the students that it was their drawing and they could draw whatever they wanted relating to the trip they had taken. One student seemed surprised by this and asked, "You mean I can draw whatever I want?" The other questions concerned whether I thought the picture was good. None of the students seemed confused or had questions about the actual activity. The results were astounding! The students used the tools provided in Kid Pix effectively to create marvelous and original postcards.

After returning to the classroom and completing the evaluations, the students began coloring their creations. Mrs. Vanes cut tagboard the same size as the printouts so that the students could glue the picture onto the tagboard to make it sturdier. This made their creations seem like real postcards. They also wrote messages, addressed the postcards, and designed stamps. Mrs. Vanes had originally planned to create a class book of the postcards but the students enjoyed the activity too much. They were eager to show their families what they had done.

According to the student evaluations, all twenty-two students liked the activity. Nine of them felt it was too easy, while only one felt it was too hard. The rest felt it was

in-between. The only two complaints I received about hating something were "messing up" and "my computer." There were no suggestions for other activities that they would have liked to have done, with the one exception of "Go to Florida!" Mrs. Vanes felt the activity was "perfect for this age group." She also stated that it was "good practice for essential skills of letter writing." When asked what could be done to make this activity more meaningful, Mrs. Vanes suggested that the students could design a stamp to put on their postcard. She stated that she would use this activity in her classroom because the children really enjoyed the lesson. She also said that it was wonderful to have me in the lab with the class.

On Friday, I joined Mrs. Organ's class in the computer lab to observe and assist in the experiment again. When I arrived in the lab, I found Mrs. Myres, an instructional assistant, leading the class. Since Mrs. Myres is also a substitute teacher, I assumed that Mrs. Organ was not in school that day. Mrs. Myres had introduced the activity in the classroom before entering the lab. She reviewed the important information with the students as they opened the program and began working. This class did not seem as enthusiastic about the activity as Mrs. Vanes' students. They did not ask many questions and had to be reminded to stay on task and not move about the computer lab. I assisted some students that were including the destination's name with correct spelling. Mostly I observed the students working. Upon returning to the classroom, I found Mrs. Organ working at her desk. She conducted the student evaluation as class vote. I asked Mrs. Myres to complete the teacher evaluation since she had been in the lab and I asked Mrs. Organ to add comments based on her opinion of the activity write-up.

According to the student evaluation, nineteen of twenty-four liked the activity. Two felt it was too easy, and two felt it was too hard. When asked what they hated, students expressed that they would like to have the option of creating a postcard of a trip they would like to take rather than one they have taken. They also lodged numerous complaints about the Kid Pix program's limited capabilities. Mrs. Organ told them that they had to work with what was available. When asked what they would have liked to do, they replied that they would like to create a stamp, draw, and relive their trip. Mrs. Myres felt the activity was grade-level appropriate. In order to make the activity more meaningful, she felt that the students should have the option of picking a place they would like to go. She felt the activity would be used in a classroom because it reviews skills for addresses. Examples of student work as well as example evaluation forms and completed evaluation forms are located in Appendix B.

Computer access has dramatically increased since the introduction of these electronic devices into the schools, just as it will continue to increase. Many factors influence student access and experience with technology. One factor that teachers have a direct influence over is training. Teachers who are uncomfortable or unfamiliar with technology need to seek training and instruction. Their apprehension is passed on to their students which can adversely affect the students future interaction with technology. Associating enthusiasm with computer experiences will positively affect the students' viewpoints of technology. Teachers also need to use computers for more than just drill-and-practice. Using tool applications to supplement the curriculum provides more open-ended learning experiences (Grabe & Grabe, 1998).

Crichfield is on the right track by providing an equal access computer lab for the entire school. Teachers also have a limited number of computers in their classrooms. This is not the case in many schools yet today. Crichfield students are getting the necessary exposure to technology. What is more important is that their experiences are positive. I hope that the activities I designed will spark student interest and foster computer skills that they can carry throughout life.

Through doing this project, I learned a great deal. I worked with a group of teachers to create a useful teaching tool that will be used for years to come. The activities were needed and desired by the teachers and it is my hope that they will be appreciated. I also learned how to apply my computer skills to a teaching objective. It was my job to create computer activities that related to literature books. I had to make sure they had an educational purpose and could be used year after year. The formats are flexible enough for the teachers to adapt them to their teaching style, yet structured enough that a substitute teacher could use them on short notice. I learned that it is difficult to work with limited resources, but you can do it using creativity! I strongly believe in using computers to supplement the curriculum and I plan to implement them into my daily teaching in my classroom. Technology will continue to evolve and I want to prepare my students to face this evolution with technological knowledge and positive attitudes.

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Appendix A

Examples of Student Work from Disaster! Experiment

p TITANIC WRECKED ON ICEBERG

It is April 14, 1912. Titanic has gone down. Over 2,000 were lost. The ship was unsinkable they claimed, but it hit the iceberg. It took two hours to sink.

"Titanic"the Sunken Treasure

In 1912 the Titanic sunk in the Atlantic ocean.There were over 2,000 peaple on board.Frederick Fleet called from the crow's- nest "Iceberg Straight Ahead".Now it's hundreds of miles under the ocean.700 peaple survived.100s of dollors were lost at sea.

THE TITANIC IS GONE

The Titanic was built in Ireland. They started in 1908 and finished in 1912. The Titanic sank after it hit an iceburg. Ice flew all over the deck. The crew didn't fill all the life boats to capacity. All the people would have been saved if there were enough lifeboats. Only one lifeboat came back to help. Some of the little kids that were on the Titanic told other people about how the Titanic sunk. There were 2,500 people on the Titanic and only 705 survived.

THE "TITANIC" SUNK

A baby froze in the water in true life. There was china that hadn't been used. 705 people survived. There were over 2,000 people on board. What a sad story.

Wonderful Titanic Sunk!

705 People rescued. 1500 People lost at sea. The Titanic was on its first voyage but also its last. John Jacob Astor drowned. Only 1 first class child died. The unsinkable Titanic sunk.

By Rose

The Titanic

The Titanic sunk April 14, 1912. It was very sad when the Titanic sunk. 705 people survived on the Titanic. Why did the Titanic sink? I guess the person who put the steel doors down was late.

By Sarah

The Night The Titanic SUNK!!!

It was terrible when the TITANIC sunk. I sure was scared when I saw what happened. Nobody knew her first voyage would be her last.

Ryan

April 15, 1912 Titanic Is Gone

Titanic hits *ICE BERG.* Titanic's first voyage is its last. Many people died on the Titanic. About 1,500 died. J.J. Astor the richest man on board at that time died. It took about 2 hours to sink Titanic. Titanic sank in two peaces. Titanic didn't make it to New York. It was a sad trip for Titanic. Carpathia was the rascue ship. They senT messages but no one got them. Lots of people jumped from the great Titanic. There were over 2,000 people on board the Titanic.

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Hit by an iceburg!!!

On April 15,1912 The Titanic sunk ! Over 2,000 people were on the Titanic and only 705 survived . The Titanic took about 2 hours to sink and 4 years to build. Some people on the Titanic said not all life boats got filled. Mr. J J Astor died and his wife survived. Madeleine [his wife] said that he asked if he could ride with his wife and they said women and children first. Most people just jumped from the boat and died in the icy cold water. We should thank the ship Carpathia for rescuing the people it could. We honor the people that were so brave in the sinking of the Titanic. I would have hated to sail on the Titanic and lose my life. Maybe they will try make another safer Titanic again!

Bethany

Titanic Sinks

It took about 3 or 4 hours for it to sink. The lookout Frederick Fleet, who died, called out "Iceberg straight ahead!!" Those were the last words of the Titanic.

Laura #12

THE GRAND SHIP TITANIC SINKS IN NORTH ATLANTIC

Only 705 people survive out of over 2,000 people. Many died in the freezing water. Because it was so cold, they froze in the water in minutes. John Jacob Astor, the richest man on the ship died. His wife Madeline was safely in a boat. One man said that the Titanic still was unsinkable. The Carpathia rescued survivors. Captain Edward J. Smith (the captain) died. Woman and children went first in the lifeboats. Many husbands, children, wives, and friends were separated. The Titanic is one of the greatest disasters ever.

Ian #14

The Great Ship Goes Down

On April 15 the Titanic was gone. There was over 2,000 people on the ship. There was only enough lifeboats for 1,178 people.

Breanna #15

TITANIC SUNK

On April 15 the Titanic was gone. There was only enough lifeboats for 1,178 people. Half of them died. Only705 people survived.

THE BROCK TIMES 16

TITANIC

The Titanic sank last night. 705 survived and 1,178 died by drowning. The Carpathia rescued about 700 survivors.

The Titanic Sunk

It's April 1912 . The Titanic hits an iceberg. There are 2,227 people aboard the Titanic. At the end 705 people survived.

THE GREAT SHIP GOES DOWN

In April, 15, 1912 the Titanic sank. It hit an iceberg that punched a hole in the ship. Many people went down with the ship. Only a few survived. The Carpathia saved a couple of people. Over 2,000 were on board. Famous people like John Jacob Astor died. The captain of the ship was Captain Smith.

THE TITANIC HAS SUNK!

MANY LIVES LOST!

THE UNSINKABLE SHIP "TITANIC" HAS SUNK! SHIPBUILDERS ARE MAD FOR ALL THE HARD WORK PUT INTO THIS WONDERFUL SHIP. FAMOUS PEOPLE LIKE JOHN JACOB ASTOR DIED APRIL TWELTH. 1,500 PEOPLE DIED. IT WAS A TRAGIC DAY IN HISTORY.

THE UNSINKABLE SUNK

The TITANIC sunk at 2:20 a.m. April 15, 1912. The richest man in the world at that time was on the TITANIC. The TITANIC took 9 hours to sink. Jon Jacob Astor died his wife madeline survived. The TITANIC sunk because they tried to see how fast it could go.

TITANIC THE GREAT SHIP

APRIL 15 , 1912 the TITANIC IS SINKING. EVERYBODY IS SCARED. PEOPLE ARE HURRYING TO LIFE BOATS . EVERYONE IS TRYING TO SAVE THEIR LIVES. THE TITANIC IS SINKING FASTER. ONE STACK FALLS OVER. MANY PEOPLE ARE SCARED. MOST FAMILIES ARE TORN APART. CHILDERN LOSE THEIR MOMS AND DADS. IT IS TOO LATE. THE TITANIC IS GONE. MANY HAVE DIED IN THE FREEZING COLD WATER. NOT MANY WERE SAVED . THE ONES WHO SURVIVED WERE SAVED BY THE CARPATHIA. MOST LIVED TO TELL THE STORY BUT NOT MANY DID.

Shelby

THE UNSINKABLE TITANIC

The Titanic sank on April 15; 1912 It was a mess. There was a lot of people on the Titanic most of them died. Most of them fell off the Titanic and drowned. Most of them did not find there families after they got off the boat. There were a lot of people and not a lot of liveboats to fit all the people. Most kids lived but some did not live to tell the story about the unsinkable Titanic.

The Unsinkable Ship Was Sinkable!!

The Titanic hit the iceburg at 11:30 P.M and sunk at 2:15 A.M. 705 surviors and over 2,000 died. The Titanic took 2 hours and 45 minutes to sink.

Titanic

The Titanic was a good movie. The Titanic hit at 11:30 p.m. It sank at 2:15 a.m.

Appendix B

Examples of Student Work from Stringbean Experiment and Evaluation Forms

Student Evaluation Form

Name of book _____

Name of activity _____

Please circle your answer:

Did you like the activity? YES NO

Was it too easy? YES NO

Was it too hard? YES NO

What did you hate? _____

_____

What did you like? _____

_____

If you could have done any activity, what would you have done?

_____

_____

Teacher Evaluation Form

Name of book _____

Name of activity _____

Was the activity grade-level appropriate? YES NO
Why or why not? _____

_____

What can be done to make this activity more meaningful?

_____

_____

Do you think you would use this activity in your classroom? YES NO
Why or why not? _____

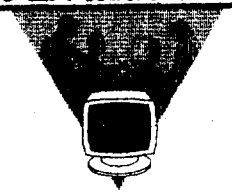
_____

Additional comments or suggestions: _____

_____

_____

Student Evaluation Form



Name of book Stringbean

Name of activity Kid Pix Postcard

Please circle your answer:

Did you like the activity? YES 19 NO 5

Was it too easy? YES 2 NO 22

Was it too hard? YES 2 NO 22

What did you hate? Kid Pix / Trip that already took/

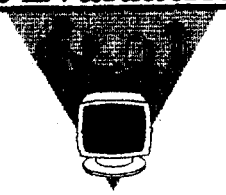
What did you like? _____

If you could have done any activity, what would you have done?

Draw / Relive trip / Fun to draw

Create a stamp

Student Evaluation Form



Name of book Stringbean's Trip to the Shining Sea

Name of activity Postcard Designer

Please circle your answer:

Did you like the activity?	(YES)	NO
Was it too easy?	(YES)	NO
Was it too hard?	YES	(NO)

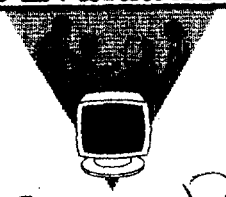
What did you hate? my computer

What did you like? all of it

If you could have done any activity, what would you have done?

this

Student Evaluation Form



Name of book String Beans trip to the Shinn sea

Name of activity Postcard Designer

Please circle your answer:

Did you like the activity? (YES) NO

Was it too easy? YES (NO)

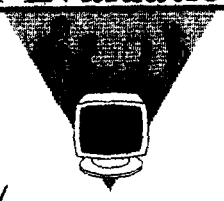
Was it too hard? YES (NO)

What did you hate? Nothing

What did you like? everything

If you could have done any activity, what would you have done? a postcard

Teacher Evaluation Form



Name of book Stringbean

Name of activity Postcard

Was the activity grade-level appropriate? (YES) NO
Why or why not? _____

_____

What can be done to make this activity more meaningful?
Have the script predone.

Be able to pick a place they would like to go to also.

Do you think you would use this activity in your classroom? (YES) NO
Why or why not? _____

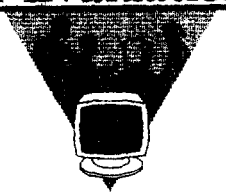
It reviews skills for addresses.

Additional comments or suggestions: _____

_____

_____

Teacher Evaluation Form



Name of book Stringbean's Trip to the Shining Sea

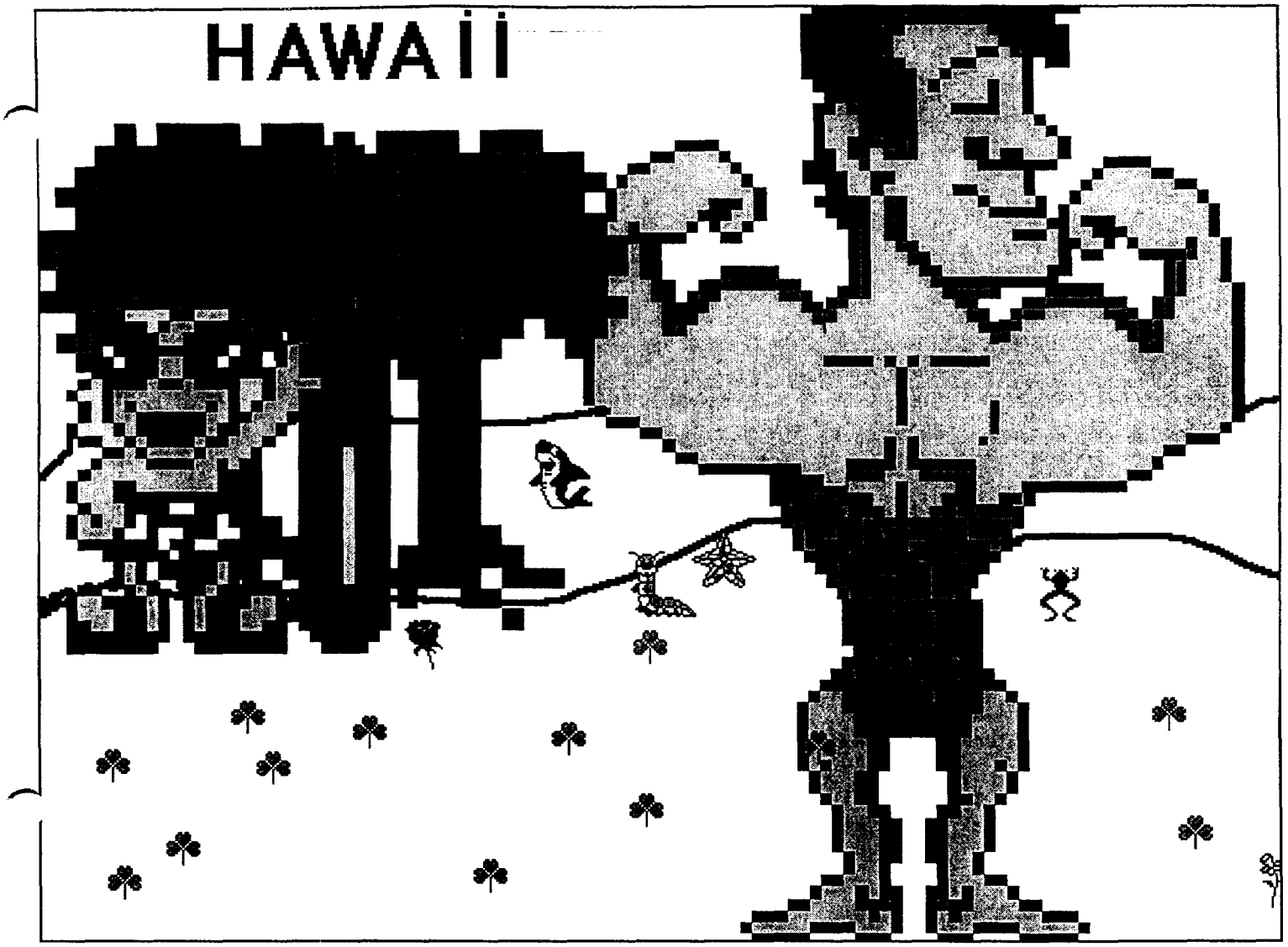
Name of activity Postcard Designer

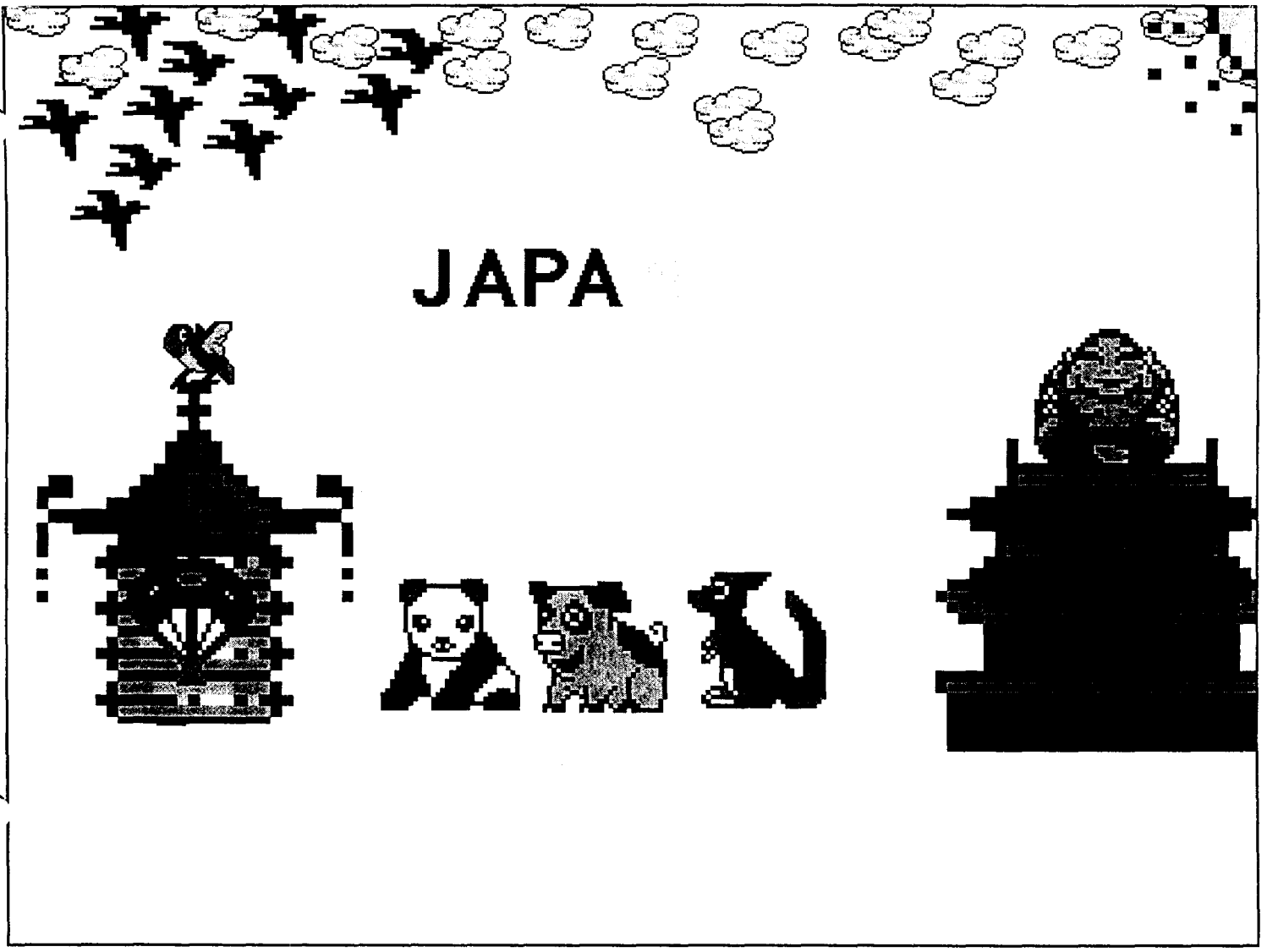
Was the activity grade-level appropriate? (YES) NO
Why or why not? It was perfect for this age group. Also good practice for essential skills of letter writing.

What can be done to make this activity more meaningful?
They could design a stamp to put on their postcard.

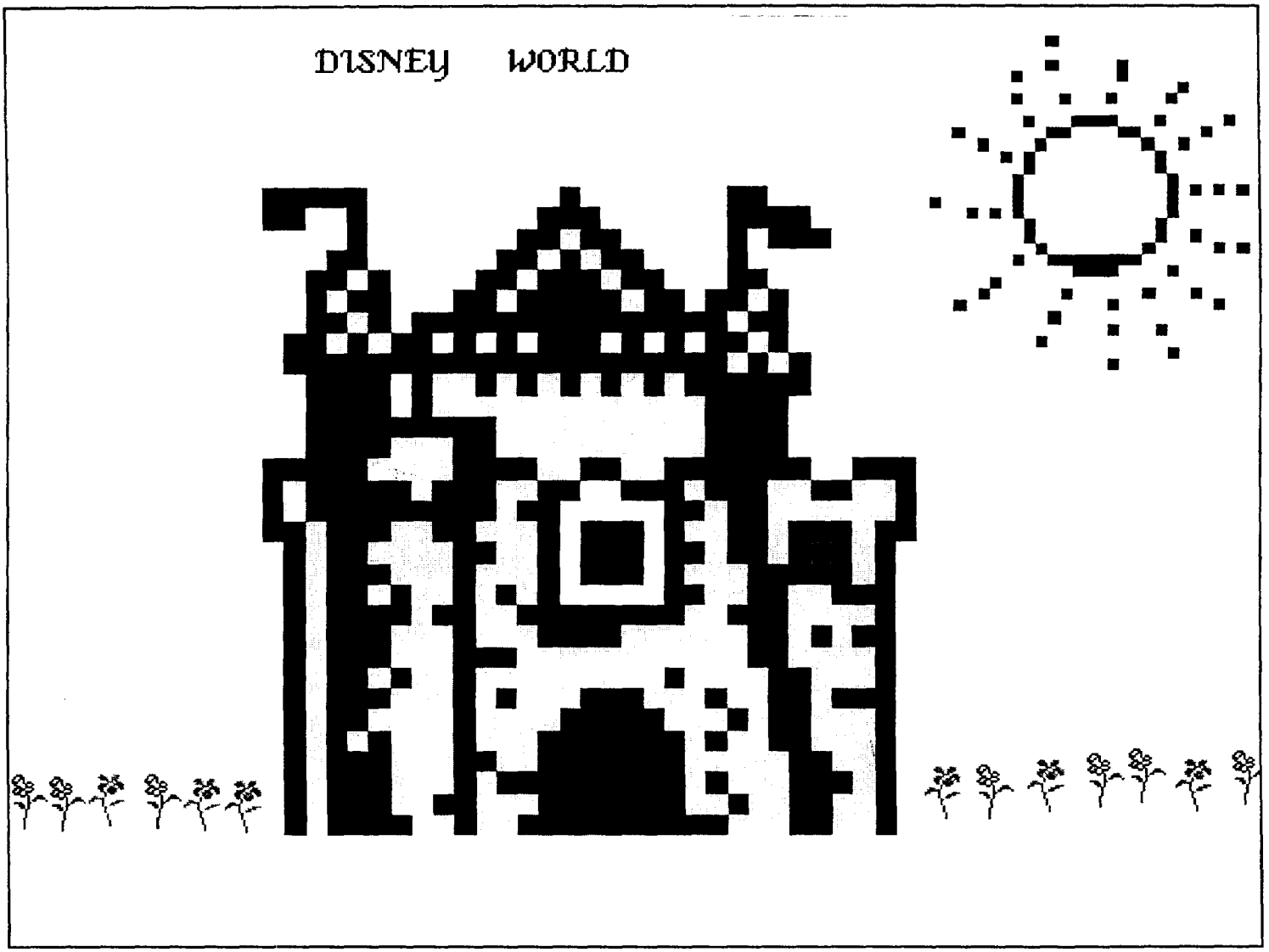
Do you think you would use this activity in your classroom? (YES) NO
Why or why not? The children really enjoyed the lesson.

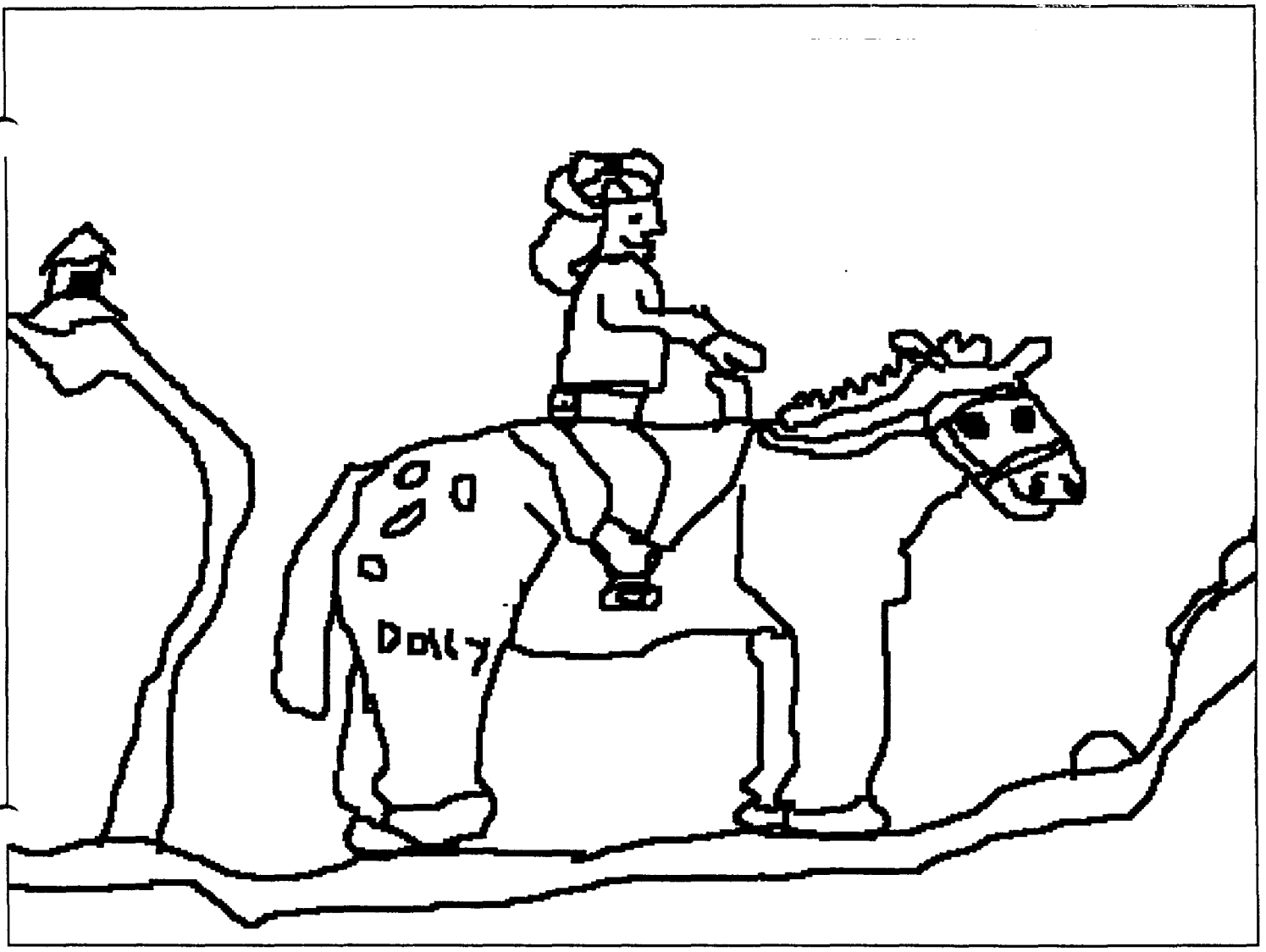
Additional comments or suggestions:
It was wonderful to have Jenny with us in the computer lab.


HAWAIi


JAPA

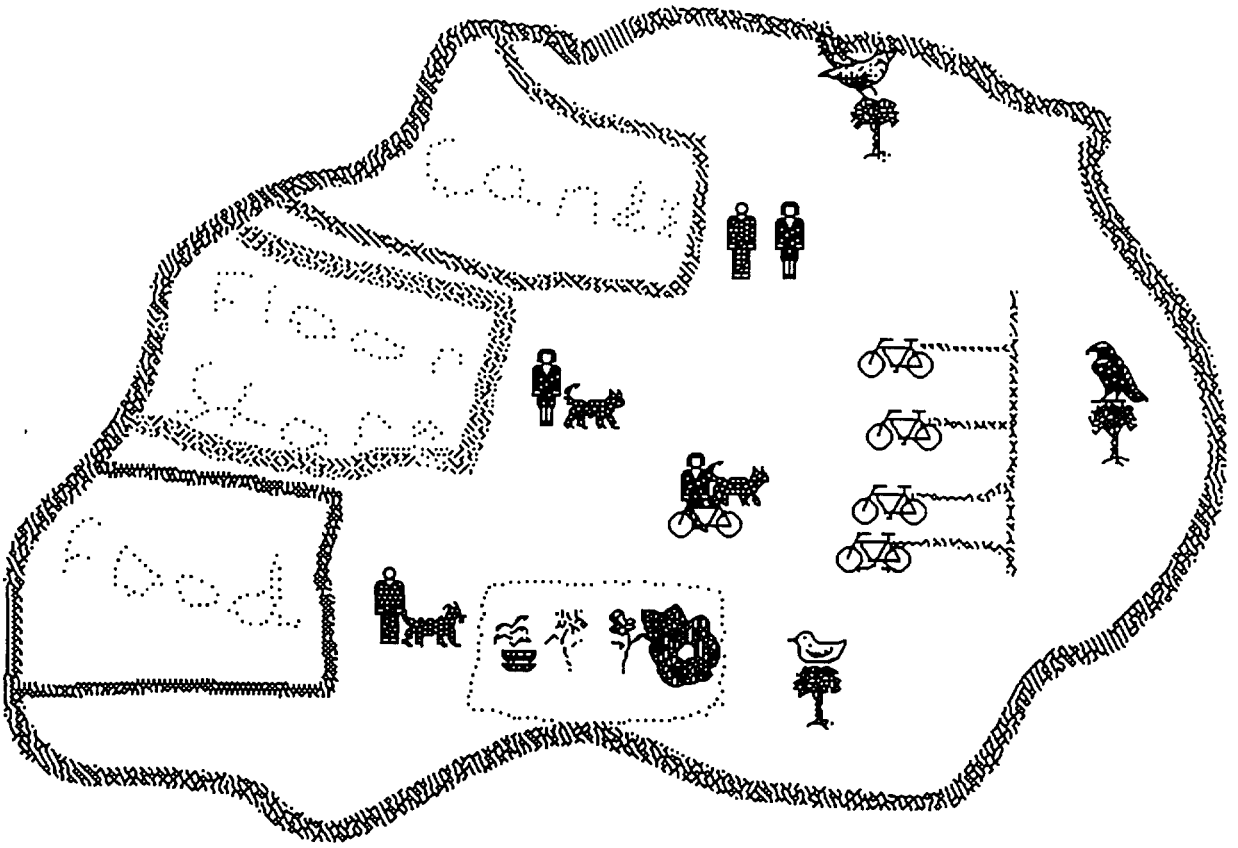

RIP
RIP
RIP
RIP


DISNEY WORLD



1999 Jessica P.

MACANAC ISLAND



Emily

Appendix C

Computer Activities